



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2009–2010: Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2010-2011 NCLB Report Card

School: Noble High School

SAU: RSU 60 / MSAD 60

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2010-2011 NCLB Report Card



School: Noble High School
SAU: RSU 60 / MSAD 60
Grade: High School



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	241	232	96	50	49	49	10	40	32	18	232	0
	2009-2010	255	251	98	43	43	47	6	37	34	23	251	0
Female	2008-2009	119	114	96	54	53	53	7	46	32	14		
	2009-2010	119	119	100	45	45	49	4	40	39	17		
Male	2008-2009	122	118	97	47	46	46	14	33	31	22		
	2009-2010	136	132	97	42	42	46	8	35	30	28		
Caucasian/White	2008-2009	234	225	96	50	49	50	10	40	32	18		
	2009-2010	247	243	98	44	44	48	6	37	34	23		
African American/Black	2008-2009	1	1	100			26						
	2009-2010	5	5	100			28						
Hispanic	2008-2009	2	2	100			38						
	2009-2010	1	1	100			42						
Asian or Pacific Islander	2008-2009	4	4	100			46						
	2009-2010	2	2	100			41						
American Indian or Native Alaskan	2008-2009	0	0				32						
	2009-2010	0	0				27						
Economically Disadvantaged	2008-2009	53	48	91	33	33	34	6	27	44	23		
	2009-2010	75	72	96	32	32	31	4	28	40	28		
Migrant	2008-2009	0	0										
	2009-2010	0	0										
Students with Disabilities	2008-2009	47	44	94	14	13	16	7	7	34	52		
	2009-2010	54	52	96	12	12	16	2	10	31	58		
Limited English Proficient	2008-2009	2	2	100			16						
	2009-2010	2	2	100			13						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

<1 is printed for 2009-2010 data when the percentage rounds to 0.

2010-2011 NCLB Report Card



School: Noble High School
SAU: RSU 60 / MSAD 60
Grade: High School



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	241	238	99	52	51	42	3	49	26	22	238	0
	2009-2010	255	251	98	49	49	45	2	47	33	18	251	0
Female	2008-2009	119	118	99	47	46	41	0	47	29	25		
	2009-2010	119	119	100	50	50	43	1	50	35	14		
Male	2008-2009	122	120	98	57	56	43	5	52	24	19		
	2009-2010	136	132	97	48	48	47	3	45	31	20		
Caucasian/White	2008-2009	234	231	99	52	51	43	2	50	26	22		
	2009-2010	247	243	98	49	49	46	2	47	34	17		
African American/Black	2008-2009	1	1	100			16						
	2009-2010	5	5	100			22						
Hispanic	2008-2009	2	2	100			29						
	2009-2010	1	1	100			40						
Asian or Pacific Islander	2008-2009	4	4	100			52						
	2009-2010	2	2	100			51						
American Indian or Native Alaskan	2008-2009	0	0				21						
	2009-2010	0	0				28						
Economically Disadvantaged	2008-2009	53	52	98	31	31	26	0	31	33	37		
	2009-2010	75	72	96	38	38	28	0	38	39	24		
Migrant	2008-2009	0	0				20						
	2009-2010	0	0										
Students with Disabilities	2008-2009	47	46	98	20	19	12	2	17	24	57		
	2009-2010	54	52	96	15	15	14	0	15	37	48		
Limited English Proficient	2008-2009	2	2	100			19						
	2009-2010	2	2	100			16						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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School:	Noble High School
SAU:	RSU 60 / MSAD 60
Grade:	High School



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 71%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 54%			Graduation Rate Target: 80%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	98	98	96	47	47	48	98	98	96	51	51	43	75	75	80
Caucasian/White	98	98	96	47	47	49	98	98	96	51	51	44			
African American/Black	*	*	94	*	*	27	*	*	94	*	*	19			
Hispanic	*	*	95	*	*	40	*	*	95	*	*	34			
Asian or Pacific Islander	*	*	97	*	*	44	*	*	97	*	*	51			
American Indian or Native Alaskan	*	*	94	*	*	28	*	*	91	*	*	23			
Economically Disadvantaged	96	96	94	33	33	32	96	96	94	35	35	27			
Students with Disabilities	96	96	92	13	13	16	96	96	91	18	18	13			
Limited English Proficient	*	*	93	*	*	14	*	*	91	*	*	17			

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.


Part I: Professional Qualifications

	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	34	11	41	1	3	1

Part II: Emergency/Conditional Certification

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	3
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Part III: Classes NOT Taught by Highly Qualified Teachers

	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	8.04

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>